# Scheme of work

Introduction

This scheme of work offers a route through the A-level Art and Design (7203) Graphic communication course.

Timings have been suggested but are approximate. The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

We have highlighted opportunities to engage in practical skills building workshops, which may be relevant within the first year of study. These may not be relevant for submission as part of Component 1 but may be valuable learning experiences for students.

The scheme of work gives you an example of how to organise and deliver a two- year course in Graphic communication that exploits this specification's curriculum development opportunities. It is designed to help you plan your course so that it meets the requirements of the specification.

At A-level it is important that the student is central to the development of schemes of work within your own school. Much of the approach should be student centric and based upon the students’ own ideas and intentions. Therefore, it may be that one size does not fit all even within the same school and there are opportunities to tailor the structures below to the skill set and processes available to you within your personal setting.

The scheme of work includes suggestions for activities and project tasks that provide students with opportunities to develop Graphic communication knowledge, understanding and skills.

Here are some tips and ideas to help you plan your course:

* We have used a week-by-week structure, you may choose a different approach.
* You are free to develop a course that meets the needs and preferred approach of your staff, school and students.
* The timings we suggest for activities and project tasks are approximate and may vary depending on the processes used and other factors such as internal exams.
* Students need to be aware of and understand the assessment objectives in order to evidence full coverage of the four assessment objectives.
* Students should explore ideas, processes and skills in-depth. There is a focus on depth rather than breadth of exploration at A-level.
* The Graphic communication title requires students to work in one or more area(s) of Graphic communication
* Students must provide evidence of written material supporting the practical studies within Component 1. Please see page 10 of the specification for further information.

Assumed coverage

This scheme is relevant for a two-year A-level, with an assumed coverage of around four to five hours of lessons per week. A considerable amount of work would be need to be completed outside lessons, partly depending on lesson time available.

**General timings**

**Project one Year 12**

6 to 8 weeks (approx.) are used for introducing basic skills, the formal elements and introducing the specification requirements including presentation of work and making connections with the work of others

**Project two Year 12**

14 to 16 weeks (approx.) are used to enable students to develop a personal project, which covers the requirements of Component 1 on a smaller scale. Full coverage of the assessment objectives and the conclusion with a resolved outcome, referencing the work of others is considered. Although ideas may springboard from this project or the weeks of mini skills building workshops; this work does not form part of Component 1.

**Project three Year 12 - Year 13 Component 1**

16 to 24 weeks (approx.)

* Component 1 is a sustained and focused investigation in response to an issue, theme or idea identified and chosen by the student.
* It is a practical body of work, which is supported by written material of between 1000 and 3000 words. (Annotations and notes do not form part of the word count.)
* Work submitted for assessment must evidence coverage of all four assessment objectives, which are marked holistically.
* The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all the assessment objectives must be evident in the written and practical work.
* There should be clear development of ideas and techniques based upon the students’ intentions.
* Component 1 is not a portfolio and should not contain additional material or projects that are not related to the students personal investigation.
* Presentation of work can be physical or digital sketchbooks, boards, models or a combination of all these approaches.

**Project four Year 13 Component 2**

10 to 12 weeks (approx.)

* Component 2, The externally set assignment (ESA) provides students with the opportunity to demonstrate their ability to develop and explore ideas relevant to an externally set starting point.
* Students are required to realise their intentions in an outcome or series of outcomes during the period of supervised time.
* Only work produced during the period of preparatory study and within the 15 hours of supervised time may be submitted for assessment.
* Work produced during the preparatory period and the 15 hours of supervised time, will be marked holistically.

**Contents**

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**Specification reference**

Project 1: Skills and Concepts

**Specification content**

In this scheme of work students are introduced to a range of practical and research skills designed to enable students to work independently and develop ideas to form the foundation of later work.

**Focus**

* The Formal Elements
* Making connections with the work of others
* Students are introduced to graphic techniques, including the use of digital media

**Learning outcomes**

Students are introduced to aspects of the course including:

* how to structure and organise sketchbooks
* different ways of researching and investigating ideas through drawing, initial studies and annotation
* how to handle a range of materials and processes suitable for developing ideas
* effective ways of exploring critical/ contextual materials
* different ways of supporting work through the use of digital media
* different ways of analysing and responding to the work of others
* Students are introduced to the main conventions used in graphic design, including layout, text and image
* They are introduced to appropriate graphic software and learn about how to present their work effectively.

**Suggested timing**

Up to 12 weeks

**Possible teaching and learning activities**

* Students are introduced to aspects of the course including:
* drawing for different purposes using a variety of media
* typography
* composition and layout
* colour theory and the effective use of colour
* effective use of digital media skills
* web design
* current practitioners.
* Students are introduced to a range of applications of graphic communication including packaging, point of sale, exhibition
* work, corporate identity, advertising and target audience.

**Possible Themes**

**National Trust**

* Students investigate the theme of the national trust and collect, analyse and document suitable contextual examples. They also consider the impact of identity on the target audience.
* Using a range of techniques, students develop ideas for the national trust, choosing a focus such as the café, shop, advertising, merchandise etc to produce outcomes that support and advertise the brand.

**Turkish Food**

* Students research local restaurants considering factors, such as typography, images, colours and textures. They make drawings and take photographs and/or video footage. They also investigate the foods and images related to aspects of Turkish culture.
* Students explore ideas for a logo design that will identify the restaurant.
* Students produce a final logo design and demonstrate its application which might include, façade, menu, webpage, livery etc.

**Structure**

**Weeks 1 to 2: Observational Development/Composition**

* Students investigate examples of contemporary and historical package design, making drawings, colour studies and taking photographs. They consider the relationship between the package, the product it contains and the consumer.
* Students use a variety of drawing materials such as pencils, pens, charcoal, wax crayon, pen and ink, etc to draw from observation. Drawings could then be scanned and manipulated using an appropriate introduction to relevant digital software.
* Sketchbook focus – introduce the A0s and refer to within teaching.

**Week 3: Products**

* Students are provided with a list of products from which they select one. This forms the basis of their brief. They research appropriate examples and develop their own designs. This may involve using software to create images of three-dimensional forms and the construction of a number of mock-ups.
* Sketchbook focus – Discuss how practical and digital work could be presented.

**Week 4: Typography**

* Students look at examples of typography for a range of applications. They then look specifically at their chosen brand and consider why a particular font may have been chosen making links to and reintroducing the focus on the intended audience for the product etc. Students then apply this knowledge either digitally or practically applying text to their chosen brand.
* Sketchbook focus - show exemplar sketchbooks from previous years or examples from the centre services section of the AQA website standardisation materials.

**Weeks 5 to 6: Colour**

* Introduce colour theory and recap colour rules for students already familiar with basic theories. Explore mood through limited pallets and expressive use of colour. Students look at examples of how colour is used in advertising and how particular colours are used to represent for example, nature, healthy eating, fast food etc. They then apply knowledge to develop the brand/focus they have selected.
* Sketchbook focus – Consider how to present research effectively, clearly identifying secondary images and students responses.

**Week 7: Analysing and responding to the work of others**

* Analyse an image or series of images/items in class. Provide lists of key words and phrases or question sheets to focus analysis.
* Sketchbook focus – Provide a variety of examples of ways to present designer research.

**Week 8: Composition and Layout**

* Students are shown examples of how text and image is placed on a page or on a package. Reference to borders and use of negative space. Students may produce a range of experimental outcomes exploring composition using imagery/text produced over the initial weeks of study.
* Potential mini workshop. Introduction of a new technique or process based on the skill set of teacher. This could be digital or traditional processes including print making, 3 dimensional packaging constructions, booklets etc.

**Week 9: Development**

* Review and refinement. Through group and peer review students identify strengths within their practical work to take forward into an outcome. They may plan an outcome or evaluate previous work.
* Potential time to introduce web design and how different brands advertise themselves online. This could then be referred back to during the later schemes of work.

**Weeks 10 to 12: Outcome**

* Students produce and present an outcome based on previous study, making links with the work of various designers and beginning to develop own visual language.
* They produce a final package design and an evaluation of its effectiveness in meeting the requirements set out in the original brief.

**Specification reference**

Project 2: Development of Skills and Concepts

**Specification content**

* In this scheme of work students produce work exploring the skills they covered within the initial project and developing personal ideas and interests that could be springboards for ideas to be used within Component 1.
* Students produce a single project which reflects a sustained and in-depth period of study. Examples of work selected from the introductory course are included which exemplify the development of particular skills.

**Focus**

* Individual project

**Learning outcomes**

* Students are given a number of options including:
* developing work based on their response to a personal issue, interest or concern
* developing ideas explored in previous study
* developing work in response to a theme provided by teaching staff
* how to organise and present work effectively
* Students produce an initial project which reflects a sustained and in-depth period of study.

**Suggested timing**

12 to 16 weeks

**Possible teaching and learning activities**

* Although the majority to skills workshops and processes are teacher led, students have the opportunity to fully engage with a theme chosen either by the teacher or in discussion with the teacher and make a personal response when developing, refining and recording ideas.
* Students need to understand how important it is that they address the four assessment objectives as they develop a project from a starting point through to a conclusion.
* Students may engage in workshops, gallery visits, practical skills building satellite projects and experiment with media, processes and conceptual ideas.
* Students use their observations, findings and analysis to develop and produce a personal response that builds upon the ideas or techniques experienced linking their ideas to the work of other artists through thorough artist research and ideas building tasks.
* Use of peer, teacher and group assessment and critique to form the foundation of a culture of review and refinement to fully cover the assessment objectives.
* Students need to make clear and explicit connections between sources and their practical work, ensuring that they use appropriate art vocabulary, which can be written or visual.

**Possible Themes**

**Branding**

* Students investigate the theme of branding and collect, analyse and document suitable contextual examples. They also consider the impact of identity on the target audience.
* Using a range of techniques, students develop ideas for a chosen company, carefully considering various applications including business cards, letterheads, livery and advertising.
* Where applicable, gallery visits or talks, and visits to practitioners could be included to enrich and contextualise the students’ understanding.

**Advertising**

* Students investigate examples of Graphic communication produced for advertising campaigns and methods of constructing mock-ups for packaging designs.
* Students choose a product and develop promotional material for the company.
* They investigate appropriate examples and document their findings.
* Their work may include designs for packaging, leaflets and related web advertising.

**Structure**

**Weeks 1 to 2: Initial Ideas building**

* Students brainstorm ideas based on initial interests, this could include group critiques, peer review, reflecting on prior learning. Students could create a visual or written mind-map or collect relevant images and contextual references to begin to explore ideas.
* Presentation – could be on boards, digital files or a sketchbook. Reference to the assessment objectives is important. Focus on reflection and previous work. Both the students own work and examples of past students or examples from the AQA website may be used.

**Weeks 3 to 4: Initial drawing**

Drawing can take many forms and students may utilise photography, digital designs, story boards, traditional drawing techniques in either 2 or 3 dimensions when exploring their ideas and working from either primary or secondary images depending on the relevance to their personal intentions. Care should be taken when considering presentation of drawings and recording less traditional ways of working.

**Week 5: Contextual Research**

* Students begin to research and select appropriate designers, artists, photographers, film makers, advertising etc. Other potential sources of inspiration could include, magazines, music, fashion designers, home brands, polotcal issues, fairy tales etc and may also be relevant to the students intentions. Students are not required to assimilate the style of another designer/brand but are required to develop their own personal style which references the work of others.
* Students may wish to emulate different aspects of the work of others to explore a variety of ways of working, this could be through applying the style of a particular designer to their own outcomes. Connections with designers may be explored through written annotations or visual links.

**Weeks 6 to 8: Development of skills and techniques.**

* Students are encouraged to develop a particular skill or process in-depth and may begin to combine techniques and processes to fully explore their potential. Focus on review and reflection, link back to the A0s and utilise peer review and group critique where appropriate.
* At this stage it may be relevant to introduce some skills based mini workshops to develop particular skills and processes.

**Week 9: Contextual Research**

* Students may wish to broaden the pool of designers they are researching at this stage as their work develops. Combining elements of their previous research and adding new aspects to add richness to their explorations.
* Continued development of skills and processes ensuring that students are focused on their personal intentions and beginning to consider ways to resolve their ideas into a final outcome.

**Weeks 10 to 12: Development and reflection**

* Students will reflect on past work and identify areas of strength. Using these as a basis for further exploration and in-depth studies.
* These could include compositional studies, typography, models and maquettes, colour experiments etc as students consider resolving their developmental studies.

**Weeks 13 to 16: Final outcome**

* Students reflect on the work already produced identifying areas of strength and creating a detailed plan for the development of a final outcome or series of outcomes. They should reflect on previous feedback and their own personal intentions. Students then create an outcome bringing together the most successful elements of their developmental work, ensuring clear contextual connections. They should consider their target audience and ensure they have made clear links with the initial brief. They could also apply their designs into “real world” scenarios.
* Students need to ensure that however they have chosen to present their work makes senses with a clear start, middle and end. Presentation is important and reflects the creative nature of the specification.

**Specification reference**

Project 3: Component 1

**Focus**

Individual project

**Learning outcomes**

* Students are given a number of options including:
* developing work based on their response to a personal issue, interest or concern
* developing ideas explored in previous study.
* Students work with increasing independence as they work on an extended project supported by written material.
* Although most students generate a theme independently some students may require some support to get started initially, starting points could be generated through discussions in groups or with the teacher, or could be drawn from previous Externally set assignments. These can be found on the centre services section of the AQA website.
* Students independently research potential critical sources and are required to produce written material of between 1000 to 3000 words. The written material must support the practical studies.

**Suggested timing**

16 to 24 weeks (approx.)

**Possible teaching and learning activities**

All the teaching and learning activities discussed in the previous two projects are relevant to the delivery of Component 1. In addition:

* Component 1 is a project based on a theme chosen by the students themselves and students are encouraged to work with an increased level of independence and autonomy, taking control of their own learning journey and reviewing and refining with increased confidence as the project develops. The teacher supports, facilitates and guides. The objective is to build upon students, skills, experiences and achievements during the initial projects in year 12.
* Support could take the form of weekly one to one tutorials, group critiques and peer assessment. Teachers may use previous students’ work or examples from the AQA teacher standardization bank of exemplar materials to support this. Checklists, post-it notes and frequent reference to the A0s may help students to stay on track.
* Gallery visits and discussions around appropriate contextual sources may be useful alongside library inductions and art journals, magazines, and the application of Graphic communication in the students’ everyday lives. Possible artist visits could inspire and add interest to the program of study.
* Students may utilise a number of graphical techniques relevant to their intentions or they may choose to use a fewer number of processes and spend time delving deeply to unpick and develop a particular skill or process.
* Students should:
* Include relevant contextual sources that are clearly utilised and responded to within their practical work.
* Include annotation or visual evidence of review and refinement as the project progresses. This could include storyboards, explorations of type, colour studies, observational sketches etc.
* Include and respond to relevant primary/secondary sources or other stimuli such as poetry, music, architecture etc.
* Explore ideas, concepts and processes to refine and develop their ideas. Activities could include working with different combinations of materials, experimenting with the application of techniques, exploring alternative compositions or applying different colour schemes.
* Ensure their work is well organised, clear and easy to follow.
* Include clear evidence of intentions to the final outcome which is informed by an aspect of contemporary or past practice.
* Students need to evidence their engagement with a purposeful and meaningful project and this needs to be reflected in how they select and present their work. This could be done in sketchbooks, boards, digitally or using a combination of approaches; whichever best suits their intentions.
* Presentation is important and many students find presenting work in a variety of formats provides more opportunities; for example producing work on a larger scale than would be possible if solely working in a sketchbook.
* At the end of Component 1 students must resolve their journey with the production of a final outcome or series of outcomes. They must also ensure that they have produced the supporting written element of 1000-3000 words and include a bibliography or list of sources used.

**Structure**

Students may find it helpful to follow a similar structure to the weeks set out for project 2. However, with Component 1 it is important to remember that the project is led by the students intentions. Therefore one size may not fit all. Depending on the needs, processes being used and concepts of the students, flexibility of approach is important. It may therefore be more helpful to build in regular periods or reflection and review into the weeks to ensure students are on task. Checklists that evidence coverage of the A0s may also be useful.

**Specification reference**

Externally set assignment

**Learning outcomes**

* There is a separate externally set assignment paper for each title.
* Each paper includes eight different starting points and includes suggestions of possible contextual sources, which may be used by students to generate ideas.
* The externally set assignment paper must be given to students in their entirety and must not be edited, changed or abridged in any way.
* Students must select and respond to one starting point from their chosen title.
* Examples of starting points from previous years can be found for reference within the Centre Services section of the AQA website.

**Suggested timing**

* Year 13 February to May
* 10 to 12 weeks (approx.)

**Key information**

* Externally set assignment papers are available to students and teachers from 01 February. A preparatory period is followed by 15 hours of supervised study in which students are required to realise their intentions through the production of an outcome or series of outcomes.
* Once the first session of supervised time begins, students must not add to or amend their preparatory work.
* Preparatory work must be stored by the school under secure conditions, between sessions and after the completion of the supervised time.
* Preparatory work must be available for the students to refer to throughout the 15 hours of supervised time.
* All four assessment objectives must be evidenced within the component.
* All work completed during the 15 hours of supervised time must be identified.
* Schools may choose how to break down the 15 hours of supervised time as best suits their students and timetabling needs, however the first three hours must be consecutive.

**Possible teaching and learning activities**

* Make sure that students are aware of the following:
	+ The designers referred to within the questions are simply suggestions, students can use their own sources as well/instead of those suggested in their starting point
	+ Students need to evidence their creative journey throughout their preparatory work, which should show the development, refinement and recording of ideas
	+ preparatory work can be presented in any suitable format
	+ there is no restriction on the scale of work, media or materials used.

**Structure**

Most teachers/students find using a week-by-week planner such as the examples shown above in the earlier schemes of work helpful to allow them to time their preparatory studies time effectively.